

**Attrition Countermeasures:**  
**The Impact of Basic Law Enforcement**  
**Orientation**



**Robert G. Woods, IV**

**Certified Public Manager**  
**October 15, 2009**

**S. C. STATE LIBRARY**

**MAY 21 2010**

**STATE DOCUMENTS**

## **Introduction**

In October 2006, I compiled and issued a report, on behalf of the South Carolina Highway Patrol (SCHP) Training Unit, that outlined contributory factors relating to increases in basic training attrition. My study – *SCHP Basic Training Attrition and Corrective Actions* – specified that, while the SCHP placed significant and effective emphasis on post-academy training, the Patrol placed little importance on preparing trainees for the rigors of the South Carolina Criminal Justice Academy's (SCCJA) Basic Law Enforcement (BLE) training. To remedy the imbalance, my research recommended the addition of an orientation phase at the beginning of SCHP Basic Training. This pre-academy orientation was intended to better prepare Highway Patrol trainees to meet SCCJA academic and performance based standards and was modeled after programs employed by other South Carolina law enforcement agencies, which had confronted similar issues concerning successful completion of SCCJA basic training.

The initial pre-academy orientation was utilized for SCHP Basic Training Classes 84, 85, and 86. This introductory course consisted of approximately forty (40) hours of training in the following areas of instruction:

- Testing and Study Skills
- Orientation to Enforcement Policies and Procedures
- Orientation to the Glock 22 Sidearm
- Orientation to Defensive Tactics

After action reviews and trainee critiques indicated that the program did meet participant expectations by providing trainees with essential study skills, orienting trainees to critical basic training areas, and indoctrinating trainees in South Carolina Department of Public Safety law enforcement policies. However, a number of program assessments suggested that greater time should have been spent in preparing trainees for performing proficiency based skills, such as firearms and defensive tactics; in addition, data compiled from trainee test scores indicated only a marginal improvement in trainee retention.

Considering the initial success of reallocating training hours from post-academy training towards BLE preparatory training and the expressed desire of trainees to focus additional instructional hours on critical subject areas, I recommended the further modification of the orientation phase of Highway Patrol basic training to include a shifting of SCHP specific training, which consisted of nine weeks of traffic enforcement focused courses that followed SCCJA BLE, to precede the Criminal Justice Academy training curriculum. My proposal was implemented for SCHP Basic 87 and the subsequent review and academic performance data suggested that this format for training served as a more comprehensive basic law enforcement orientation and better prepared trainees for their SCCJA course requirements.

### **Basic Training Attrition and Corrective Actions (Original Research)**

My original research focused on an identifiable upturn in attrition during Highway Patrol basic training. According to figures compiled by the SCHP Training Unit, the South Carolina Highway Patrol, from 1996 through 2006, enrolled 635 basic

trainees to its academy and graduated 545 rookie troopers. These numbers represented a total graduation rate of 86% (see Appendix A, Table 1). Upon closer examination of SCHP graduation rates, my research showed a distinct downward trend in graduations from 2001 through 2006 that included an obvious upturn in the number of academic and skills based (i.e. firearms, driving, and defensive tactics) failures. From 1996 through 2001, a total of twenty five (25) recruits resigned during basic training and total of ten (10) trainees failed to meet an academic requirement. During a similar five year period (2001 – 2006), twenty six (26) basic trainees resigned during academy training and twenty five (25) were relieved for failing either an academic or skills based training requirement. In other words, while the number of resignations remained consistent during the respective five year periods, the number of failures increased by one hundred and fifty percent (150%). To explain this downward trend in graduations and upward progression of academic/performance based failures, I examined the requirements for employment with the SCHP as well as the basic training academic standards and curriculum.

### Employment Requirements

During the period encompassed by my original study, the minimum requirements for employment with the South Carolina Highway Patrol were consistent with the admission standards of the South Carolina Criminal Justice Academy (see Attachment 1).<sup>1</sup> The Patrol's employment requirements included the following:

---

<sup>1</sup> Also available on-line at <http://www.sccja.org/Default.aspx?m=51&t=258>

- At least 21 years of age
- US Citizen (South Carolina Residency is not required)
- High School Graduate or GED
- 20/20 vision OR no more than 20/100 corrected to 20/20
- NO CRIMINAL RECORD
- Driving Record shall be clear of any suspension for the last 5 years as a result of alcoholic beverage or dangerous drug violation, or leaving the scene of an accident. The overall driving record will be evaluated placing emphasis on the severity, date and age, time span, and number of violations accumulated.
- Must be able to perform all of the essential and marginal job functions of a State Trooper.

Beyond these minimal employment standards, the Highway Patrol required that all its applicants participate in a regimented selection process. As outlined by the SCHP, the components of selection included:

- Written Examination (Reading Comprehension and Vocabulary)
- Polygraph Examination
- Background Investigation
- Review Board
- Physical Fitness Test
- Medical and Psychological Screening

According to the SCHP Employment Unit, these basic employment requirements and the ensuing selection process remained essentially unchanged from 1996 through 2006. Therefore, I concluded that those personnel considered for employment in 2006 met the same minimal requirements as those hired in the preceding ten years.

### Academic Standards

As outlined in my initial research, the SCHP basic training curriculum consisted of eighteen weeks that represented a total of 766 credit hours. Of these training hours, three hundred and thirty one (331) were consumed by the SCCJA's basic law enforcement certification program. In the course of the Criminal Justice Academy's basic law enforcement training, the trainees were required to pass seven (7) academic unit tests with a score of no less than 70% and two (2) skills based courses (OC and PPCT), which the PPCT written test had to be passed with a score of 80% and the OC written test had to be passed with a minimum score of 80%; additionally, the PPCT and OC courses required the successful completion of a proficiency test. In addition to these testing requirements, the SCCJA also mandated successful completion of three proficiency based tests in the areas of defensive tactics, firearms, and driving.

The Highway Patrol's portion of basic training was geared towards the mastery of tasks that are specific to the job duties of a Highway Patrol trooper. These nine weeks of training and the resulting 766 training hours are outlined in Appendix B, Table 2. As for the testing requirements during the Highway Patrol portion of basic training, trainees

were mandated to pass a unit test for Traffic Law with a minimum score of 70%. (It must be noted that trainees are afforded one re-test for the Traffic Law Unit test.)

Not unlike the Patrol's employment standards, the academic standards for SCHP basic training remained relatively unchanged during the ten years included in my study. The most notable exception to this training format was represented by those basic classes that were composed exclusively of prior certified law enforcement officers (\*Basics 76, 78 and 80); in the case of these classes, the basic curriculum was abbreviated to include only SCHP oriented courses. Ultimately, basic training classes were held to essentially the same academic standards over this same ten years and, given the same employment standards, a comparable level of academic performance could reasonably be expected. Therefore, I determined that it was necessary to consider other possible factors that contributed to the downturn in graduation rates.

#### Other Contributing Factors

While the Highway Patrol hiring practices and basic training standards remained relatively unchanged from 1996 through 2006, there was a distinct downward progression of graduations from the Patrol's basic training program. I determined that this downward movement was particularly pronounced with regard to academic and performance based failures, which spiked considerably over three basic training classes (81, 82, and 83); of the total number of failures (35) for the ten years examined, these three basic classes accounted for twenty (20) or 57% of all failures.

Although overall training curriculum and academic standards remained unchanged, I detected one notable alteration in the SCCJA's testing protocol that may well have accounted for these academic and performance based failures. Prior to SCHP Basic 79, the Criminal Justice Academy's testing protocol included a practice legal's test at the conclusion of the first training week. This practice test allowed students the opportunity to acclimate to the SCCJA's testing format and provided instructors with a de facto diagnostic tool for identifying troubled students. In addition, the Academy's modified testing policy, which was introduced in 2005, provided for the expulsion of students for failure of PPCT written and proficiency tests as well as for the failure of the OC written test.<sup>2</sup> These changes in SCCJA testing policy did, in fact, correspond with the dramatic increase in SCHP Basic Training failures.

In addition to the modifications in the Criminal Justice Academy's testing policy, the Highway Patrol did not provide for any level of structured academic support (i.e. orientation to effective study practices, organized and supervised study groups, consistent remedial training, etc.). Although no quantifiable data existed to definitively identify this void in SCHP basic training, my research found two exit interviews from personnel failing firearms and defensive tactics, which suggested that more care should have been taken in assisting those trainees who had no prior experience and limited aptitude in these areas; additionally, a number of program critiques submitted by past basic classes tended to support the need for more detailed instruction in critical training areas. (It must be noted that, with the exception of class critiques submitted by Basic Classes 71-75, the critique process was relatively informal and consisted of open-ended comments on the

---

<sup>2</sup> Available on-line at <http://www.sccja.org/files/Training%20Officers%20Presentation%20-%20Academic%20Testing%20-%20101105.pdf>



various areas of instruction; as a result, the submissions were extremely generalized. In the case of Basic Classes 71-75, the critique process was based upon a formalized focus group format and the results, therefore, were more detailed.)

### Basic Training Orientation

Having identified the most likely contributing factors to basic training failure, a systematic approach for addressing these issues was designed and implemented. I based my initial curriculum proposal on a six week basic law enforcement orientation program that was utilized by the Columbia Police Department (CPD). In comparing the CPD pre-basic curriculum with the SCHP Patrol Specific courses (see Appendix B, Table 1), I observed a number of subject matter similarities (i.e. Traffic Control, Collision Investigation, Courtroom Procedure, DUI Recognition, Report Writing, etc.), which led me to the conclusion that the CPD, not unlike the Highway Patrol, intended to provide its patrol officers with a higher level of job specific proficiency through its Basic Candidate School and, by virtue of providing this training prior to SCCJA basic, the Columbia Police Department meant to afford its officers the additional advantage of preparatory training for basic law enforcement training.

While the SCHP sought to ensure a high level of post-SCCJA training, the Patrol historically placed little emphasis on preparatory training. Of course, this fact in no way implied that the Patrol intentionally neglected preparatory training; however, I determined that it was well for the Highway Patrol to redirect a portion of its Patrol specific training to an orientation program that placed greater emphasis on preparing the

basic trainee to meet SCCJA academic and performance based testing requirements through the development of essential study skills and by exposing the novice trainee to fundamental skills based tasks (i.e. weapons and defensive tactic familiarization).

### SCHP Basic Training Orientation and Training Support

In accordance with the recommendations outlined in my research, the Patrol implemented a one week orientation. This orientation consisted of classroom instruction intended to familiarize trainees with basic operational components of the Highway Patrol as well as to indoctrinate trainees in fundamentally sound study habits; for example, trainees were provided specific instruction on studying by means of mastering specified learning objectives as contained in lesson plans that were structured in compliance with SCCJA standards. At the end of the five day orientation, trainees were then tested on the subject matter by way of written examinations that were also designed in accordance with the Criminal Justice Academy's testing standards. Additionally, the forty hour curriculum introduced the trainees to the primary skills based proficiency requirements of the law enforcement officer by providing hands-on experience in both firearms marksmanship and self-defense procedures.

### **Effectiveness of the Orientation Program and Further Restructuring**

The pre-academy orientation curriculum was utilized during SCHP Basic Training Classes 84, 85, and 86. In examining the data collected concerning the academic

and skills based performance of trainees participating in these basic training sessions, I found no overall improvement in academic testing and firearms proficiency and observed only limited improvement in defensive tactics performance. More specifically, the numbers showed that, in comparison to the preceding three basic classes, both the total number of academic failure (13) and firearms failure (4) were unchanged, while the number of DT failures improved to zero (see Appendix A, Table 2). Despite this minor improvement in the total number of program failures, a compilation of program reviews as well as instructor and student critiques were overwhelmingly favorable with regard to pre-academy orientation and the respective courses of instruction.

#### Program Assessments

At the conclusion of SCHP Basic Classes 84 - 87, both instructor and student critiques were conducted for the purpose of measuring the opinions of participants with regard to the overall effectiveness of the orientation program. For Basic 84, a simple survey was used in which participants were asked to register either agreement or disagreement in response to statements concerning specific aspects of the training; in addition, the respondents were required to provide a written explanation of each response as well as to provide an overall assessment of the program in writing (see Attachments B and C). During Basic Classes 85-87, the survey format was modified to include a Five Point Likert Scale that allowed respondents to express a range of agreement and disagreement (see Attachment D). I must note that, for the purpose of this report, detailed discussion of survey data was limited due to the loss of the original surveys. However,

after action reports that were submitted at the conclusion of the respective training classes did provide a general assessment of the survey results and did allow significant insight regarding the subsequent use of this data in modifying the orientation program in accordance with participant opinions and recommendations.

According to the after action report submitted for SCHP Basic 84, course surveys showed that SCHP trainees and instructors expressed a predominantly positive view of the pre-academy orientation. Instructors and students expressed satisfaction with being afforded the opportunity to identify potential problem areas and take corrective actions prior to initiating the formal SCCJA training program. This was particularly true with regard to firearms training as well as in preparing for classroom work and written testing. The Basic 84 after action report also identified a number of areas for improvement in the orientation phase of training that included the need for expanded "hands-on" training in the field of defensive tactics.

A similar after action review of the orientation week from Basic Class 85 demonstrated like results. The student critiques were overwhelmingly favorable with regard to the respective courses of instruction and students' critiques expressed satisfaction with the organization and content of the training as well as the performance of the instructors; in addition, trainees expressed satisfaction with a greater emphasis on practical application of defensive tactics techniques and an expanded firearms format, which was implemented as a result of after action reviews from Basic 84.

As for Basic Class 86, pre-academy orientation was again viewed as successful in exposing trooper trainees to critical training areas. Instructors and students expressed favorable opinions of being afforded the opportunity to identify potential areas of

weakness and apply appropriate remedial measures prior to commencing the regular training cycle. The early identification of problem areas proved particularly beneficial in the area of firearms training. While the total number of firearms failure remained comparable to earlier basic training sessions, a number of trainees were diagnosed with specific problems in firearms handling (i.e. grip, trigger reset, etc.) during the orientation phase of firearms training, which allowed for the timely imposition of remedial training measures before and during the Criminal Justice Academy firearms qualification course. In addition to the positive view of firearms orientation, student critiques indicated that trainees had a higher level of confidence in approaching SCCJA classroom and testing requirements as a result of their academic orientation.

#### Further Restructuring

Considering the initial success of reallocating training hours from post-academy training towards BLE preparatory training and the expressed desire of trainees to focus additional instructional hours on critical subject areas, I recommended the shifting of SChP specific training to precede the SCCJA BLE course. This effort was designed to better prepare Highway Patrol trainees for the challenges of SCCJA Basic Law Enforcement training and to address concerns surrounding the limited time devoted to critical training areas that are covered during the SCCJA BLE course; therefore, the SChP Basic Training program was modified to provide for ten weeks of Highway Patrol preparatory training in advance of the SCCJA's nine weeks of BLE training. The traditional SChP advanced training curriculum (see Appendix B, Table 1) was modified

to include preparatory courses in constitutional law and South Carolina criminal statutes, complete training in the SCCJA's defensive tactics certification program, and more comprehensive training in firearms marksmanship.

This curriculum emphasized critical training areas and provided ample time to properly prepare trainees for Criminal Justice Academy academics. Academic performance data from this class indicated that this expanded format did, in fact, positively impact trainee performance in subsequent SCCJA training; of the 33 trainees that participated in both the Highway Patrol and Criminal Justice Academy portions of basic training, only one (1) was dismissed due to academic failure and no trainees failed to meet performance based requirements (see Appendix A, Table 2). In addition to this initially favorable quantified data, the qualitative data gathered from student surveys and outlined in a subsequent after action report suggested that trainees held a very favorable opinion for this training format. Trainees indicated that they approached SCCJA testing requirements with a high level of confidence as a result of the extended period of academic involvement and preparation that preceded SCCJA BLE training.

### **Conclusions**

The introduction of a pre-academy orientation marked a significant point in the evolution of the Patrol's basic training program. This program led to identifiable strides in reducing attrition and in creating a more conducive learning environment for novice trainees. The successes of the orientation process during SCHP Basic Classes 84, 85, and 86 were fueled by continual and meaningful program assessments and modifications that

included greater emphasis on the practical application of skills based training as well as the identification of a greater need for more expansive exposure to all critical training areas. My research and development of the orientation process culminated with a comprehensive nine week training session that was utilized for SCHP Basic Class 87; initial academic and opinion data from this class suggested that this training format will serve as an effective means for curbing attrition due to failure.

## Appendix A

### SCHP Basic Training Attrition Numbers

**Table 1: SCHP Basic Training Attrition (Basic Classes 69 – 83)**

<b>Basic Class</b>	<b>Number Starting</b>	<b>Number Graduating</b>	<b>Resigned</b>	<b>Injury /Medical</b>	<b>Academic Failures</b>	<b>Firearms Failures</b>	<b>Driving Failures</b>	<b>DT Failures</b>
69	44	43	1					
70	40	39	1					
71	26	23	3					
72	40	35	4		1			
73	30	28	1		1			
74	53	44	6		3			
75	52	46	4	1	1			
76*	19	18		1				
77	56	47	5		4			
78*	33	31	2					
79	35	26	4		2	2	1	
80*	28	28						
81	40	30	4	1	5			
82	67	54	8		4	1		
83	72	53	8	1	4	3		3
<b>Total</b>	<b>635</b>	<b>545</b>	<b>51</b>	<b>4</b>	<b>25</b>	<b>6</b>	<b>1</b>	<b>3</b>

**Table 2: SCHP Basic Training Attrition (Basic Classes 84 – 87)**

<b>Basic Class</b>	<b>Number Starting</b>	<b>Number Graduating</b>	<b>Resigned</b>	<b>Injury /Medical</b>	<b>Academic Failures</b>	<b>Firearms Failures</b>	<b>Driving Failures</b>	<b>DT Failures</b>
84	66	54	6	1	4	0	0	0
85	61	46	5	3	5	2	0	0
86	79	67	6	0	4	2	0	0
87	40	33	*5	1	1	0	0	0

\*This number includes two trainees that were released from the program for disciplinary reasons.



**Appendix B**  
**Training Curricula**

**Table 1: Highway Patrol Specific Courses**

<b>Course Title</b>	<b>Course Hours</b>	<b>Course Title</b>	<b>Course Hours</b>
ACE Techniques	4	First Aid/CPR	8
Bloodborne Pathogens	2	Incident Command	
Collision Investigation	66	NCIC	16
Courtroom Presentation	38	Occupant Protection	4
Data Master	8	Operation Lifesaver	8
DDC	8	OC Training	4
DUI Detection	24	Physical Training	79
Fatality Investigation	8	Policy and Procedures	2
Traffic Stops	28	PPE Training	2
Fraudulent Documents/Identity Theft	8	Public Speaking	16
Radio Procedures	4	Stolen Vehicles	2
Drivers' Records	4	Tactical Training	36
Report Writing	9	Traffic Direction	4
SCALES	4	Traffic Law	26
In-Car Video Camera	4		

## Appendix 2

### Basic Training Curriculum Descriptions

Table 2: SCHP Orientation Curriculum

<b>Course Title</b>	<b>Course Hours</b>	<b>Course Description</b>
Testing and Study Skills	2	This course of instruction was designed to familiarize students with the proper study methodology (i.e. studying by objective) for effectively preparing for Criminal Justice Academy written examinations.
Orientation to the Glock 22 Sidearm	12	This course of instruction was intended to provide Highway Patrol basic trainees with fundamental operational and handling skills that are essential to the safe and effective use of the Glock 22 sidearm. Particular emphasis was placed on mastering basic marksmanship skill as well as mastering the essentials of properly cleaning and maintaining the Glock 22 weapon system.
Orientation to Enforcement Policies and Procedures	16	This course of instruction was intended to provide Highway Patrol basic trainees with a fundamental understanding of the role of policies and procedures within law enforcement organizations and to orient the entry level employee with critical South Carolina Department of Public Safety (SCDPS) law enforcement policies and their interface with South Carolina Highway Patrol (SCHP) procedural guidelines.
Orientation to Defensive Tactics	8	This course of instruction is intended to provide Highway Patrol trainees with a basic understanding of the fundamentals and principles of police defensive tactics. This course will place particular emphasis on the combat stress response, the force continuum, and anatomical considerations in the application of defensive tactics techniques.

## **Attachment A**

### **\*SCCJA Admission Standards**

#### **Basic Law Enforcement**

The mission of the Basic Law Enforcement program (BLE) as mandated by South Carolina Law is to provide the officer candidate with the necessary knowledge, skills, and the abilities to perform the duties of a certified law enforcement officer in the state of South Carolina.

- The Basic Law Enforcement training program is currently nine weeks in duration.
- Upon completion of the training the candidate will be a certified Class 1 Law Enforcement Officer, providing all documentation has been completed.

#### **Student/Candidate Requirements**

The South Carolina Law Enforcement Training Act and Regulations requires an applicant/student to prove qualification using the following information:

- ✓ must be employed with a law enforcement agency
- ✓ a satisfactory background check
- ✓ a birth certificate
- ✓ must be at least 21 years of age
- ✓ a high school diploma or GED
- ✓ a valid SC driver's license

Candidates for certification as state or correctional officers can present a valid current driver's license issued by any United States' jurisdiction.

An applicant cannot have a disqualifying incident on his or her driving record such as driving under the influence of alcohol, dangerous drugs, reckless homicide, involuntary manslaughter, or leaving the scene of an accident.

Applicants must have a medical examination that proves medical suitability for training at the S.C. Criminal Justice Academy. Pre-Placement and Medical History form

**Attachment B**  
**Student Critique**

**Student Name (Optional):** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. The course objectives were adequately covered.

- ☐ Agree
- ☐ Disagree

Explain:

2. The course was presented in an understandable format.

- ☐ Agree
- ☐ Disagree

Explain:

3. The course materials (handouts, power point presentation, etc.) supported the course presentation.

- ☐ Agree
- ☐ Disagree

Explain:

4. The course was well organized.

- ☐ Agree
- ☐ Disagree

Explain:

5. The course instructor was knowledgeable.

- ☐ Agree
- ☐ Disagree

Explain:

6. The course instructor answered questions.

- ☐ Agree
- ☐ Disagree

Explain:

7. The course instructor was helpful and attentive to student needs.

- ☐ Agree
- ☐ Disagree

Explain:

8. Please provide any additional comments and/or recommendations:

## **Attachment C**

### **Instructor Critique**

**Instructor Name (Optional):** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. The course objectives were adequately covered.

- ☐ Agree
- ☐ Disagree

Explain:

2. The course was presented in an understandable format.

- ☐ Agree
- ☐ Disagree

Explain:

3. The course materials (handouts, power point presentation, etc.) were appropriate and supported the course presentation.

- ☐ Agree
- ☐ Disagree

Explain:

4. The course was well organized.

- ☐ Agree
- ☐ Disagree

Explain:

5. Please provide any additional comments and/or recommendations:

## Attachment D

### Basic 87 After Action Survey

For the purpose of this survey, please respond by indicating your level of agreement or disagreement with each area on a scale from 1 to 5 (1= **strongly disagree**; 5=**strongly agree**) and provide an explanation for each response. If appropriate, provide ideas for improvement.

#### Cadre/Disciplinary System

- The Trainee Handbook was well designed and easily followed.

1      2      3      4      5

Comments:

---

---

---

- The disciplinary system was explained and understood.

1      2      3      4      5

Comments:

---

---

---

- The cadre officers were consistent in applying the disciplinary system.

1      2      3      4      5

Comments:

---

---

---

- The cadre officers were professional.

1      2      3      4      5

Comments:

---



---



---

### **Pre-Academy Orientation/Mandatory Study Hall**

- The Pre-Academy Orientation (Study Skills, Firearms, and Defensive Tactics) was helpful in preparing for Criminal Justice Academy Training.

1      2      3      4      5

Comments:

---



---



---

- The Mandatory Study Hall was helpful in preparing for Unit Tests.

1      2      3      4      5

Comments:

---



---



---

### **Criminal Justice Academy (CJA) Training**

- The CJA basic training curriculum was well structured and well presented.

1      2      3      4      5

Comments:



---

---

---

- The CJA basic training curriculum matched and supported the SCHP basic training curriculum.

1      2      3      4      5

Comments:

---

---

---

- The CJA consistently provided adequate meal services and suitable living quarters.

1      2      3      4      5

Comments:

---

---

---

### **SCHP Basic Training**

- Traffic Law training was well presented and easily understood.

1      2      3      4      5

Comments:

---

---

---

- Traffic Stops training was well presented and easily understood.

1      2      3      4      5

Comments:

---

---

---

- Standardized Field Sobriety Testing (SFST) training was well presented and easily understood.

1      2      3      4      5

Comments:

---

---

---

- Tactical Week training (Defensive Tactics and Firearms) was well presented and easily understood.

1      2      3      4      5

Comments:

---

---

---

- Collision Investigation training was well presented and easily understood.

1      2      3      4      5

Comments:

---

---

---

- Collision Scene, Courtroom, and Traffic Direction training was well presented and easily understood.

- Agree
- Disagree

---

---

---

- 1            2            3            4            5**

---

---

---

Please provide any additional comments regarding the delivery of SCHP Basic Training and/or any specific recommendations for improving the training.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.